



THE KENYA NATIONAL EXAMINATIONS COUNCIL

**SCHOOL BASED ASSESSMENT
TEACHERS SCORING GUIDE**

**CREATIVE ARTS AND SPORTS
GRADE 7
OCTOBER 2024**

This scoring guide has 7 printed pages





*Creative Arts and Sports
School Based Assessment
Grade 7
Scoring Guide*

©2024 The Kenya National Examinations Council

Turn over

PART I: PERFORMING ARTS

- 1. (i) G (1 mark)
- (ii) D (1 mark)
- (iii) C (1 mark)
- (iv) A (1 mark)

- 2. (i)  (1 mark)
- (ii)  (1 mark)
- (iii)  (1 mark)
- (iv)  (1 mark)

3.



1 mark each

(4 marks)

- 4. (i) Harvest
- (ii) Funeral
- (iii) Marriage
- (iv) war
- (v) work
- (vi) Initiation
- (vii) Storytelling

1 mark each for any 4 relevant events

(4 marks)

- 5. (a) (i) Use of tonal variation
- (ii) use of facial expression
- (iii) use of non-verbal cues
- (iv) use of movement as space
- (v) incorporating music/song in the performance

1 mark each for any 3 relevant events

(3 marks)

- (b) (i) to educate the school community
- (ii) to impart morals
- (iii) to correct ills in the school
- (iv) to promote development of talents among students

1 mark each for any 3 relevant events

(3 marks)

PART II: PHYSICAL EDUCATION AND SPORTS

Question Number	Expected responses	
6	(i) Throwing and catching a bean bag	1 mark
	(ii) Walking on planks of wood	1 mark
7	(i) Hold the javelin at the cord	Any 2 X 1 = 2Marks
	(ii) The javelin to be carried above the shoulder	
	(iii) The thrower should stay within the runway	
8	(i) To enhance grip/ help in holding the javelin firmly/ show a place to hold the javelin/ to avoid slipperiness of the javelin while throwing. <i>Any one relevant response</i>	1 mark
9	(i) To gather speed/move with speed	Any 1 X 1 = 1Marks
	(ii) Maintain ball control	
	(iii) Ease of avoiding the opponent	
10	Jump Shot	1 mark
11	(i) When there is tight defense a head	2 X 1 = 2Marks
	(ii) When there is a teammate who is free and strategic	
12	Thigh trap	1 mark
13	When receiving a high ball	1 mark
14	(i) Increase the accuracy of scoring	Any 2 X 1 = 2Marks
	(ii) Increase the speed of the ball	
	(iii) Make the shot challenging to the goal keeper	
	(iv) When there is a tight defense	
15	(i) Use of stairs	Any 2 X 1 = 2Marks
	(ii) Use of pool ladder	
	(iii) Use of pool ramps	
	(iv) Sliding in	
	(v) Backward entry	
16	(i) Holding the rope with both hands	Any 2 X 1 = 2Marks
	(ii) Having the dominant hand behind the non-dominant hand	
	(iii) The grip must be firm	
TOTAL		14 MARKS

Rubric rating the learner's performance

RANGE	Performance level
13 - 14 marks	Exceeding Expectation (4)
09 - 02 marks	Meeting Expectation (3)
05 - 08 marks	Approaching Expectation (2)
00 - 04	Below Expectation (1)

PART III: VISUAL ARTS

The performance levels should **not** be added up to get a total score. The actual scores for each question have been provided in the question paper and this scoring guide.

1. Use the assessment sheet provided to record the scores.
2. Upload the **actual score** in the CBA portal and **NOT** the performance levels per task. Use the performance levels for reporting the learner's performance as outlined in the guide **on page 7**.

EXPECTED RESPONSES:

17. **Two differences between visual Arts and Performing Arts.**

VISUAL ARTS	PERFORMING ARTS
1. Different materials are used to create objects	Uses voice and body to convey a message
2. Involves drawing, painting, sculpture, pottery etc	involves dancing, singing, drama, poetry
3. Displayed on walls/boards/pedestals	performed on stage and theatre
4. can be done by one artist	can be performed by several artists
5. Experienced by sense of touch and sight	experienced by sense of sight

Any 2 × 1 = 2 marks

18. **Describing two ways texture has been created in the painting**

- Use of lines of varied thickness
- Use circles curves
- colour variation to enhance texture, darker shades giving depth and highlighting raised or uneven areas, while lighter shades indicate smoother or softer surfaces; using light and dark tones;
- contrasting brushstrokes, some smooth, others rough or layered giving the illusion of different surface textures

Any 2 × 1 = 2 marks

19. **Explaining the difference between jewellery and ornament**

Jewellery	Ornament
worn on the body e.g. necklace/pendant/earrings to enhance appearance	beautified object that can be used to enhance appearance of a space/an object added to a surface to beautify it
1 mark	1 mark

Total = 2 marks

20. **Two reasons why series of images in a flip book seem not to move when flipped.**

- few pages or frames
- poor positioning of images on subsequent frames
- slow flicking speed
- non uniform size of the papers/frames
- using papers of varying weights and thickness

Any 2 × 1 = 2 marks

21. **Two reasons why learners display artworks for critique after completing a task**

- to appreciate own and others work
- get feedback for improvement
- motivates them to create, develop and experiment with art
- learn from one another and see a greater purpose behind the artwork.

Any 2 × 1 = 2 marks

CRITERIA FOR ASSESSMENT

Note: This task has only 3 performance levels. Work with them as indicated.

CRITERIA	MEETING EXPECTATION 3	APPROACHING EXPECTATION 2	BELOW EXPECTATION 1
Task 3: Q.17 Categories of Art: <i>differences between visual and Performing arts</i>	Correctly indicates two differences	indicates two and/or incorrect differences	Is not able to state differences
SCORE	2	1	0
Task 4: Q.18 Describing texture in painting	Correctly describes two ways how texture is created	Correctly describes one way texture is created	Gives an incorrect description on how texture is created
SCORE	2	1	0
Task 5: Q.19 Jewellery & Ornaments Differences	Correctly differentiates between the two	Correctly gives one difference	Shows no understanding of the two
SCORE	2	1	0
Task 6: Q.20 Why images seem not to move in a flip book	Correctly outlines the reasons for static images	Outlines one correct reason for static images.	Does not outline reason for static images
	2	1	0
Task 7: Q. 21 Reasons for critiquing	Correctly states two reasons for critiquing	Correctly states one reason for critiquing	Does not state any correct reason for critiquing
SCORE	2	1	0

SCORE RANGE AND PERFORMANCE LEVEL

RANGE	Performance level
08 - 10 marks	Meeting Expectation (3)
05 - 07 marks	Approaching Expectation (2)

00 - 04 marks	Below Expectation (1)
----------------------	-----------------------

TASK 8: Q. 22 Practical Scoring Guide

CRITERIA	EXCEEDING EXPECTATION (4)	MEETING EXPECTATION (3)	APPROACHING EXPECTATION (2)	BELOW EXPECTATION (1)
1. Creativity	<ul style="list-style-type: none"> Exceptional creativity in choice of objects & colours. 	<ul style="list-style-type: none"> Forms reflect the actual object, are proportionally correct in reference to each other. 	<ul style="list-style-type: none"> Some forms reflect the actual object, 	<ul style="list-style-type: none"> Forms are distorted, hindering their recognition.
	04 marks	03 marks	02 marks	0-1 mark
2. Execution skill -Crayon application -ink application - etching	<ul style="list-style-type: none"> crayon is applied smoothly and evenly, the ink application is clean, and the etching reveals vibrant colours with well-defined details. 	<ul style="list-style-type: none"> crayon and ink applications are smooth Etching reveals clear colours but lacks some detail. 	<ul style="list-style-type: none"> Crayon and ink applications are uneven or inconsistent, and the etching reveals some colour but lacks definition. 	<ul style="list-style-type: none"> Crayon and ink are applied poorly, with unclear etching that does not reveal the underlying colours.
	08 marks	6 – 7 marks	3 - 5 marks	0 -1 mark
3. Composition • use of space • Placement of forms • Size	well-balanced, with thoughtful placement of forms, effective use of overlapping, and varied object sizes creating depth.	<ul style="list-style-type: none"> composition is balanced with some consideration for placement, overlapping, and size, 	<ul style="list-style-type: none"> somewhat unbalanced, with limited use of overlapping and size variation. The arrangement feels static. 	<ul style="list-style-type: none"> composition lacks planning, with poor placement of forms, no overlapping, and little to no variation in size.
	04 marks	03 marks	02 marks	0 - 1 mark
4. Neatness & finish	exceptionally neat and well-finished, with no visible smudges or unfinished areas. Accurately simulated texture	work is neat and generally well-finished, with minor smudges	Some forms lack clarity, with noticeable smudges or unfinished areas	work is messy and unfinished, with many smudges and incomplete areas.
	04 marks	03 marks	02 marks	0 - 1 mark
RANGE	16 - 20 marks	11 -15 marks	06 -10 marks	00 - 05 marks

SCORE RANGE AND PERFORMANCE LEVEL

RANGE	Performance level
16 - 20 marks	Exceeding Expectation (4)
11 - 15 marks	Meeting Expectation (3)
06 - 10 marks	Approaching Expectation (2)
00 - 05 marks	Below Expectation (1)

Guide for uploading Scores

	TASK	TASK DESCRIPTION	EXCEEDING EXPECTATION (4)	MEETING EXPECTATION (3)	APPROACHING EXPECTATION (2)	BELOW EXPECTATION (1)	QUESTION NUMBER(S)	SCORE
WRITTEN TASKS	Task 1	Performing Arts	19 to 22 marks	15 to 18 marks	8 to 14 marks	0 to 7 marks	1 to 5	22 marks
	Task 2	Physical Education & Sports	13 to 14	9 to 12	5 to 8	0 to 4	6 to 16	14 marks
	Task 3	Categorising Art (Visual & Performing arts)	0	2	1	0	17	2 marks
	Task 4	elements of Art (Texture)	0	2	1	0	18	2 marks
	Task 5	Jewellery & Ornaments (distinction)	0	2	1	0	19	2 marks
	Task 6	Flip book animation (Manipulation)	0	2	1	0	20	2 marks
	Task 7	Critiquing in Art	0	2	1	0	21	2 marks
PRACTICAL	Task 8	Creativity	16 to 20 marks	11 to 15 marks	6 to 10 marks	0 to 5 marks	22	4 marks
		Execution skill						8 marks
		Composition						4 marks
		Finish						4 marks
		RANGE						

THIS IS THE LAST PAGE



THE KENYA NATIONAL EXAMINATIONS COUNCIL

GRADE 7 – October 2024
911/2- CREATIVE ARTS AND SPORTS
Assessment Score Sheet

Name of Teacher		TSC NO:		Signature		Date	
Name of Principal		TSC NO:		Signature		Date	

Official School Stamp